

PROGRAM PERFORMANCE

AMERICORPS BACKGROUND AND PERFORMANCE RESULTS

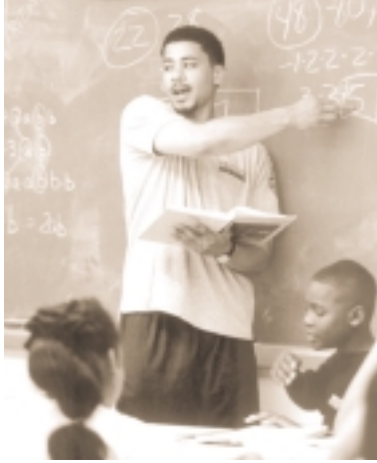
AmeriCorps engages 50,000 Americans annually in intensive, results-driven service. Most AmeriCorps members are selected by and serve with hundreds of local and national organizations like Habitat for Humanity, the American Red Cross, and Boys and Girls Clubs. Others serve in AmeriCorps*VISTA and AmeriCorps*NCCC. After their term of service, AmeriCorps members receive education awards that help finance college or pay back student loans.

AMERICORPS PERFORMANCE - PROGRAM YEARS 1998 - 2000

Performance Indicators	Past Performance		Program Year 2000 ³		
	1998	1999	Goal	Result	Goal Met
Number of AmeriCorps members enrolled in the Trust.	38,321	40,334	48,000	50,658	Yes
Percent of AmeriCorps members who successfully complete a term of service and become eligible to receive an education award. ⁴	74.5%	76.3%	75%	76.1%	Yes

³Program years in AmeriCorps generally begin in the fall and end during the following summer. Thus, the program year generally corresponds to the fiscal year. For example, program year 1998 begins in the fall of calendar year 1998 and is roughly coterminous with fiscal year 1999.

⁴This indicator is defined as follows. For all members who complete service during a program year, divide the number of members who met the requirements for an education award by the total number of members who completed service. AmeriCorps*VISTA members not choosing to earn an education award are not included.



AMERICORPS*STATE AND NATIONAL

AmeriCorps offers full- and part-time opportunities for members to provide community service and, in exchange for that service, to earn education awards. AmeriCorps is community based, designed to respond to local needs and concerns, and strives to meet the following five goals, which parallel the strategic goals of the Corporation for National Service:

- **Getting Things Done.** AmeriCorps helps foster volunteer activity to meet critical needs in the areas of education, public safety, the environment, and other human needs through direct service.
- **Strengthening Communities.** AmeriCorps unites a diverse group of individuals and institutions in a common effort to improve communities through service.
- **Expanding Opportunity.** AmeriCorps helps those who help America. Individuals who

serve become better citizens. National service also uses the GI Bill model. In exchange for service, AmeriCorps members earn a scholarship that helps pay for college, training, or student loans.

- **Encouraging Responsibility.** National service demands responsibility. AmeriCorps members, through service and civic education, learn to take responsibility for helping to solve community problems, while becoming better citizens.
- **Supporting Service Infrastructure.** Grantees and programs operate efficiently and effectively, using appropriate management systems.

For fiscal 2001, Congress appropriated \$230.5 million for AmeriCorps*State and National programs. More than three-fourths of the funds went to the states, where Governor-appointed State Commissions on national service managed their use. A population-based formula allotment determines the distribution of approximately one-half of these federal funds going to the states. A national competitive process for proposals submitted by the State Commissions governs how to distribute the balance. A separate category of funds (up to one-third of the federal funds) is reserved for regional and national nonprofit organizations that offer service activities in more than one state (Congress capped this category

in fiscal 2001 at \$45 million). These AmeriCorps*National grantees receive their awards directly from the Corporation on a competitive basis. Set-aside AmeriCorps funding is also available for Indian tribes and U.S. territories.

AmeriCorps*State and National Program Accomplishments in Fiscal 2001

- (a) *Enrollments.* In program year 2000, which corresponds roughly with fiscal 2001, AmeriCorps*State and National enrolled 44,683 members. This exceeded the goal of 43,000 set for the year and represents a 26 percent increase over program year 1999.
- (b) *Length of service.* An important indicator of program quality is the ability to keep members enrolled through their expected term of service. On average in program year 2000, AmeriCorps*State and National participants served 88.5 percent of the time for which they had enrolled. The goal was 85 percent and the performance is in line with previous years: 82.8 percent in 1998 and 89.2 percent in 1999.
- (c) *Education Awards.* The scholarship that members earn when they successfully complete a term of service is

a means for them to pay off college debt or to use it for current or future education costs. Almost three out of four—74.4 percent—who enroll earn the education award. This is very close to the 75 percent goal set in the plan for 2001 and continues a slight trend downward from a high of 78 percent in 1997. Looking at the types of grants that AmeriCorps awards, the largest decline in completion was in the Education Award Program, from 87.8 percent in fiscal 2000 to 83.7 percent in 2001. This grant category also experienced the greatest expansion in enrollments. There may be a relationship between increasing enrollments and a slight decrease in the rate at which those members earn the education award. Further analysis of these trends in 2002 may reveal a more complete understanding of this issue.

- (d) *State Administrative Standards.* Thirteen states were reviewed in fiscal 2001, bringing the total number of states reviewed to 28 since the beginning of the project in fiscal 1999. Thirteen of

the 28 states have fully met the standards and most of the remaining meet the majority of the standards. The fifteen states that have been reviewed but do not meet all eleven standards are actively working with the help of Corporation staff, technical assistance providers, and peers from other states to do so.

AmeriCorps*State and National Program Outcomes

AmeriCorps service is linked to civic engagement. In an ongoing study of the long-term impacts of service, AmeriCorps members reported being registered to vote at a slightly higher rate than a comparable national sample (70 percent). Members also reported a higher rate of voting in a national election (54 percent) compared to a national sample (36 percent).⁵ In a slightly earlier study, researchers found that members' appreciation for the importance of civic engagement was strongly affected by national service. Members left their service experience with an increased appreciation for others and with a better understanding of community issues. Virtually all (99 percent) planned to volunteer in

the future and many indicated considering service-oriented careers following their AmeriCorps experience.⁶

Well-designed AmeriCorps programs impact early grade reading performance in school and in school readiness. A study of children in grades 1-3, completed in 2001, found that "students participating in AmeriCorps tutoring programs improved their reading performance from pre-test to post-test more than the gain expected for the typical child at their grade level."⁷ Researchers at the Yale University Bush Center in Child Development and Social Policy who studied Jumpstart, an AmeriCorps grantee, stated:

The results of the analyses on the first two cohorts of children over their first year in the Jumpstart program suggest that the program has positive effects on at-risk children's school readiness, and suggest that, as the program is developed further and more children participate in the evaluation, there is real potential for showing stronger and positive program effects.⁸

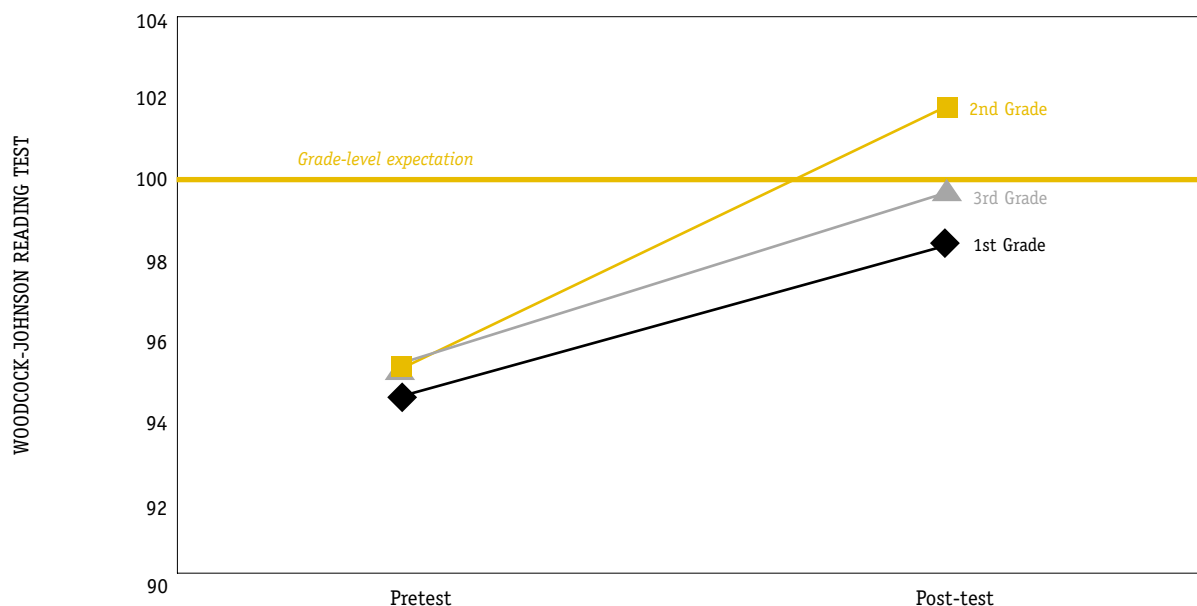
⁵ Abt Associates. 2001. *Assessment of Long-Term Impacts on Service Participants*. Baseline Report. Cambridge, MA.

⁶ Jastrzab, JoAnn et al. 1997. *Youth Corps: Promising Strategies for Young People and Their Communities*. Abt Associates: Cambridge, MA.

⁷ Abt Associates. 2001b. *AmeriCorps Tutoring and Student Reading Achievement*. Final Report. Cambridge, MA.

⁸ Ripple, C. 1997. *Evaluation of the JumpStart Program in New Haven, CT*. Yale University Bush Center in Child Development and Social Policy.

IMPROVED READING SKILLS IN AMERICORPS TUTORING PROGRAMS



Source: Abt Associates. 2001. *AmeriCorps Tutoring Outcome Study*.

Studies in Progress

AmeriCorps Education Award Utilization Survey. One of the goals of the AmeriCorps program is furthering the educational opportunities of its members. The AmeriCorps education award provides up to \$4,725 to help a member pay for further education or to repay student loans. Part-time members get a prorated portion of that amount. The Corporation's National Service Trust data shows that about half of the AmeriCorps graduates who have earned education awards have begun to use them. Through the proposed

study, the Corporation seeks to identify reasons for non-use of education awards. In addition, a thorough exploration of trends in non-use and reasons for non-use will identify ways in which the Corporation can meaningfully increase the use of education awards, thus furthering educational opportunity. The Corporation seeks to conduct a survey of former members of the AmeriCorps*State and National, AmeriCorps*VISTA and AmeriCorps*NCCC programs. This study will identify trends in and reasons for non-use of the education awards.

AmeriCorps* Attrition Overview Study. Each year, the Corporation collects and reports on enrollment, service completion, and attrition of AmeriCorps participants. Attrition rates for participants in all AmeriCorps programs averaged 28 percent for program years 1994-1998. As a maturing service organization, the Corporation needs to examine the AmeriCorps programs for attrition trends. An analysis of data on attrition will help the Corporation revise strategies of program development, recruitment, training, and supervision in order to reduce the rate of attrition. The Corporation is conducting an in-

depth study of the attrition patterns of its AmeriCorps*State and National, AmeriCorps*VISTA and AmeriCorps*NCCC programs. This study will provide indicators of program success, differences among programs in retaining participants, individual characteristics of participants who tend to drop out, and combinations of member and program characteristics that are linked to attrition. The attrition rate for AmeriCorps is roughly comparable to other institutions like the Peace Corps and public universities.

Citizenship Education Materials Implementation and Evaluation. This on-going study will assess the implementation of two Corporation-sponsored civic education curricula and their effect on AmeriCorps members. One hundred-four AmeriCorps State/National programs were randomly assigned to four conditions (26 programs per condition). In three conditions, materials were delivered to AmeriCorps members either by: a professional trainer; program staff who received training on the curricula; or program staff who only received a curriculum guide as assistance. The fourth condition served as a control, in which program staff carry out the routine member development of their program activities and no Corporation-sponsored activities were conducted. Westat, Inc, is conducting pretest and post-test surveys

among all AmeriCorps members and program directors in all conditions, conducting telephone interviews and tracking implementation methods with all programs, and conducting site visits in a purposive sample of 12 programs.

Long-term Study of the Impact of Service on AmeriCorps Members. Abt Associates is conducting the study, which seeks to identify the short-term and long-term benefits that accrue to full-time members enrolled in 110 AmeriCorps*State and National programs, and three AmeriCorps*NCCC campuses. National comparison groups were used to compare members to individuals not in AmeriCorps, while controlling for interest in national service. The goals of the study are: to identify the nature and extent of members' service experience outcomes and how they change over time; to identify programmatic and member factors that account for variation in the outcomes; and to assess the extent to which the member outcomes can be attributed to participation in national service. Pre-test and post-test telephone surveys were conducted among all study participants during members' first year of AmeriCorps service (1999-2000), and a follow-up survey is scheduled to be conducted in the spring of 2002.

The baseline report provides detailed information on member

characteristics including their propensity to serve, demographics, attitudes related to civic engagement, life skills, and employment and educational attainment. Results of the baseline survey showed that compared with the U.S. population as a whole, on average AmeriCorps members are younger and more likely to be female, single, and persons of color. Before joining the program, members had high levels of participation in service activities. In the year before enrollment in AmeriCorps, members contributed more hours of service per month compared with national figures (17.2 hours versus 8.8 hours, respectively). During the most recent election before baseline data collection, AmeriCorps members were much more likely to have voted (53.8 percent) compared with the nation as a whole (36.4 percent).

Volunteer Generation Study. The purpose of the study is to identify and assess AmeriCorps practices related to generation (mobilization and recruitment) and deployment (placement and retention) of local volunteers. The study will examine: current practices in AmeriCorps*NCCC, State and National and VISTA; outcomes resulting from mobilization and deployment of local volunteers; and the extent to which practices are meeting AmeriCorps goals of community

strengthening and getting things done. Aguirre International will conduct a survey of 1,500 programs across the three primary	service initiatives, and case study site visits that include interviews among program staff, members and volunteers and	observations of member and volunteer interactions in a purposive sample of programs.
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AMERICORPS*STATE AND NATIONAL PERFORMANCE - PROGRAM YEARS 1998 - 2000

Performance Indicators	Past Performance		Program Year 2000 ⁹		
	1998	1999	Goal	Result	Goal Met
Number of members enrolled annually. Source: <i>National Service Trust Database. Corporation for National and Community Service.</i>	33,171	35,319	43,000	44,683	Yes
Average percent of expected service time completed by AmeriCorps*State and National members. ¹⁰ Source: <i>National Service Trust Database. Corporation for National and Community Service.</i>	82.8%	89.2% ¹¹	85%	88.5%	Yes
Percent of members who complete a term of service and become eligible to receive the education award. ¹² Source: <i>National Service Trust Database. Corporation for National and Community Service.</i>	74.6%	75.4%	75%	74.4%	No ¹³
Number of State Commissions in compliance with the national State Commission administrative standards. Source: <i>AmeriCorps*State and National. Corporation for National and Community Service.</i>	4	7	14	13	No

⁹ Program years in AmeriCorps*State and National programs generally begin in the fall and end during the following summer. Thus, the program year generally corresponds to the fiscal year. For example, program year 1998 begins in the fall of calendar year 1998 and is roughly coterminous with fiscal year 1999. Note also that these totals do not include enrollments in AmeriCorps*VISTA and AmeriCorps*NCCC.

¹⁰ This indicator is defined as follows. For a member who ended service during a program year, divide the number of hours served by the number of hours that member was expected to serve. For example, an AmeriCorps member who serves 1750 hours, which includes 50 hours above the expected minimum of 1700 hours, has a rate of 102.9 percent. The average for the program is the average rate for all members.

¹¹ Individuals enrolled in the Trust are excluded from the calculation if they terminated with no service hours completed. During fiscal 2000, a concerted effort was made to close out the records of programs no longer in operation. Many members, who had been carried on the rolls for several years, long after their programs went out of business, were given a termination date in fiscal 2000. This was a useful accounting decision, but it did not take into account its effect on completion rates, which was to artificially deflate the completion rates by increasing the number of terminations with no education award.

¹² For members who ended their service during a program year, divide the number of members who met the requirements for an education award by the total number who ended their service. If the average is 74 percent, seven of every ten members who left the program during the year earned an education award.

¹³ The performance goal was set at an approximate target level, and the deviation from that level is slight. There was no effect on overall program or activity performance.



AMERICORPS* NATIONAL CIVILIAN COMMUNITY CORPS

Modeled after the Civilian Conservation Corps and the United States military, the AmeriCorps*National Civilian Community Corps (NCCC) is a ten-month, full-time, team-based residential program for men and women ages 18 to 24. The mission of AmeriCorps*NCCC is, "to strengthen communities and develop leaders through team-based national and community service."

Since 1994, more than 8,000 young Americans have lived and trained at campuses based in five regions. In three locations, campuses occupy closed military bases: the Southeast Region in Charleston, South Carolina; the Central Region in Denver, Colorado; and the Western Region in Sacramento (formerly in San Diego), California. The campus in the Northeast Region occupies a medical facility for

veterans in Perry Point, Maryland, and the Capital Region campus is located at a municipal facility in Washington, D.C. AmeriCorps*NCCC members are diverse; teams are made up of young people from a variety of backgrounds. The average age of members is approximately 21 years. Members without their high school diploma serve alongside college graduates. AmeriCorps*NCCC members receive a \$4,000 annual living allowance, room, and board. At the successful completion of their service, members are eligible to receive an education award.

AmeriCorps*NCCC service is direct and team-based. As a national program, AmeriCorps*NCCC serves communities throughout the United States in every state. It provides immediate support to local communities for compelling need, encourages community involvement, and serves at the request of local and state sponsors. Service proj-

ect priorities include disaster relief, prevention, and recovery, and coordinating local volunteers. Service projects are also conducted in response to compelling local needs in the areas of education, public safety, the environment, and other unmet needs. Project sponsors include non-profit community-based and national organizations, park services, faith-based and education institutions, and state and local governments. With Habitat for Humanity and other low-income housing organizations, members build hundreds of homes every year. They serve in state and national forests, building trails and providing fire mitigation services. Working with national and local disaster programs, AmeriCorps*NCCC members have served in every major natural disaster since 1994. Service activities also include tutoring children, rehabilitating public and non-profit facilities in urban areas, and providing assistance in daily living activities to nursing homes and senior facilities. A service learning approach that includes planned activities and training is part of all service projects.

Program Outcomes

- (a) *Five Campuses.* Five campuses in Charleston, Denver, Perry Point (MD), San Diego, and Washington, D.C. were operational in fiscal 2001

with 1,031 full time members. In November 2001, AmeriCorps*NCCC graduated the final group of class VII members, supported by fiscal 2001 funds, who successfully served local communities and their country for a period of ten months.

(b) *Length of service.* This is the second year that AmeriCorps*NCCC maintained a year-round presence of members. Approximately one-half of the Corps now start the program in winter and serve for 10 months; the other half begins in the fall. For program year 2000, the split cycle resulted in a lower service completion rate. For this one year only, the calculation of the completion rate was distorted because it counted those leaving early, but did not include the members who stayed on to serve their full term, who will finish in 2002. Although a ten-month program, the year-round presence has enabled AmeriCorps*NCCC to have members available to support local communities twelve months of the year. Most notably, NCCC was able to provide immediate support to the American Red Cross following the terrorist attacks in September 2001 because of the year-round schedule.

(c) *Education Awards.* The scholarship that members earn when they successfully complete a term of service is a means for them to pay off college debt or to use it for current or future education costs. Eight out of ten NCCC members—84.2 percent—who enroll earn the education award.

(d) *Disaster Relief and Homeland Security.* As in the first six years of operation, assisting victims of disaster continues to be a primary focus area. The number of times AmeriCorps*NCCC responded to disasters increased from 19 in fiscal 2000 to 29 in fiscal 2001 and the number of members involved in disaster response increased from 244 to 565. Two hundred members supported disaster relief operations following the terrorist attacks on September 11 in New York City at Ground Zero and in Virginia at the Pentagon. Members helped the American Red Cross set up and operate a national phone bank in northern Virginia to respond to the public's concerns about safety and precautionary measures. Members assisted various Red Cross chapters throughout the boroughs of New York City, providing aide to victims of the terrorist attacks. In addition, NCCC

members worked with the New York State Management Agency coordinating volunteers and handling the massive amounts of donated goods. The level of support extends to state disaster relief agencies and faith-based organizations like the United Methodist Committee on Flood Relief, as well as FEMA and the American Red Cross. In fiscal 2001, summer floods and storms required member services in several states including Louisiana, Texas, West Virginia, Mississippi, and Iowa. More than 200 members assisted flood victims in Houston, Texas with their immediate needs including operating emergency shelters and distributing food.

(e) *Faith-based Organizations.* While increased emphasis was placed on working with faith-based organizations in fiscal 2001, the level of activity in fiscal 2001 was not significantly higher than in fiscal 2000 (81 projects with faith-based organizations in 2001 and 77 in 2000) AmeriCorps*NCCC members helped build homes for low-income families in collaboration with organizations like the United Methodist Relief Center and Habitat for Humanity. Close to 400 homes were built, renovated, or weatherized as

a consequence of AmeriCorps* NCCC collaborations with faith-based organizations whose mission is to assist low-income families, the disabled, and senior citizens with housing needs. Members also served at 16 YMCA sites performing renovations and repairs to their facilities and facilitating programming with YMCA participants. The NCCC campuses are looking now for ways to increase participation with small faith-based organizations in fiscal 2002.

(f) *Volunteer Leveraging.*

AmeriCorps*NCCC continued to place increased emphasis on projects that promote community volunteerism where NCCC members organize and coordinate community events and other projects that engage large groups of volunteers. In fiscal 2001, 28 community volunteers were leveraged for each NCCC member who served.¹⁴ The annual partnership with Habitat For Humanity's Collegiate Challenge program resulted in 160 AmeriCorps*NCCC members from all five campuses coordinating service activities for about 2,500 student volunteers. This resulted in 90 new homes for low-income families.

g) *Support for after-school and summer camp programs.* Over 50 projects were sponsored by organizations like the YMCA, Easter Seals, and Boys & Girls Clubs. Many of these projects served youths with physical, emotional and other challenges. Members helped conduct a wide range of programs with the campers, and conducted much needed renovations to camp facilities. AmeriCorps*NCCC continued to assist the World Special Olympic Winter Games and deployed several teams to Anchorage, Alaska to help prepare for and provide logistical support.

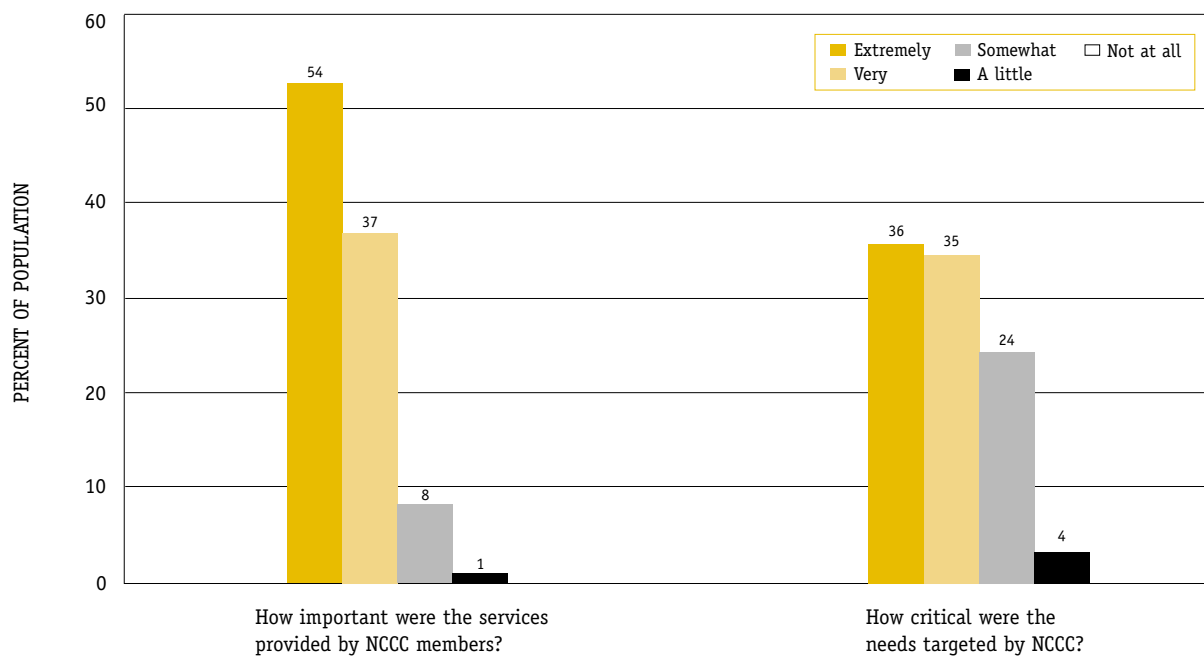
(h) *Campus Relocation.* The Western Region campus that was based in San Diego was successfully relocated to McClellan Air Force Base in Sacramento, California. The Naval Training Center in San Diego was the base of operations for the Western Region campus since the program began in 1994. The campus had to identify a new base of operations when the Naval Training Center closed this year and the property was subsequently redeveloped for commercial usage.

(i) *Assistance to Tribal Programs.*

In addition to expanding the number of projects performed with tribal governments from one in program year 1999 to four in program year 2000, AmeriCorps*NCCC provided comprehensive and continuous technical assistance in helping to establish a new Native American residential service corps, the Tribal Civilian Community Corps (TCCC). Seventeen NCCC staff members contributed more than 2,400 hours of technical assistance during the start-up and first year of implementation. Over 150 TCCC members were enrolled this year in five programs in Native American communities in Alaska, Arizona, California, and Minnesota. TCCC members are effectively serving Native American communities and have expanded their service focus to include disaster relief. In summer 2001, 22 TCCC members from two different programs joined over 50 NCCC members to provide disaster relief support to Houston residents.

¹⁴ AmeriCorps*NCCC Project Database. These data are based on project completion reports that are signed and certified by the project sponsor who is a community representative working with the NCCC campus to organize the project.

COMMUNITY CUSTOMER SATISFACTION WITH NCCC SERVICES



Source: RTI International 2002. *Community Customer Satisfaction Survey. Final Report.*

AmeriCorps*NCCC Program Outcomes

Over 90 percent of NCCC projects were rated successful by community representatives serving as project sponsors. A multi-year community outcome study evaluated the community outcomes of AmeriCorps*NCCC projects.¹⁵ A

majority of the project sponsors responding to the survey reported that (1) implementation went smoothly, (2) NCCC teams attained projects' objectives, and (3) most projects produced positive outcomes for communities, organizations, and individuals that would not have occurred otherwise.¹⁶

Young adults join

AmeriCorps*NCCC to serve and learn. Members join

AmeriCorps*NCCC for three basic reasons: (1) to make a difference and help communities, (2) to work with people from different backgrounds, and (3) for a combination of skill development, and exploring job or

¹⁵Westat. 2001. *AmeriCorps 2000-2001 Community Outcomes Study.*

¹⁶Outcomes were noted and judged by the project sponsors. They most often defined outcomes in terms of the benefits for individuals, the community as a whole, or their own organizations. In determining outcomes, the contract research firm examined the statements sponsors made in their applications about expected benefits to the community or about how the project served the long-term goals of the sponsor. In addition, the sponsors were asked directly in the post-project interviews about who benefited from the project accomplishments, what the results were for their organization and the community, and on what basis they judged the results.

educational interests. Members rarely join for the compensation or benefits offered by the program alone.¹⁷

Studies in Progress

AmeriCorps*NCCC is covered by several of the studies described in the previous section on AmeriCorps*State and National,

including studies of education and utilization, member attrition, long-term impact of service, and volunteer generation.

AMERICORPS*NCCC PERFORMANCE - PROGRAM YEARS 1998 - 2000

Performance Indicators	Past Performance		Program Year 2000 ¹⁸		
	1998	1999	Goal	Result	Goal Met
Number of members enrolled. Source: <i>National Service Trust Database</i> .	871	931	1,000	1,031	Yes
Average percent of expected service time completed by AmeriCorps*NCCC members. ¹⁹ Source: <i>National Service Trust Database</i> .	99.8%	100.0%	100%	95.5%	No
Percent of members who complete the one-year term of service and become eligible to receive the education award. ²⁰ Source: <i>National Service Trust Database</i> .	92%	83.8%	85%	84.2%	No ²¹

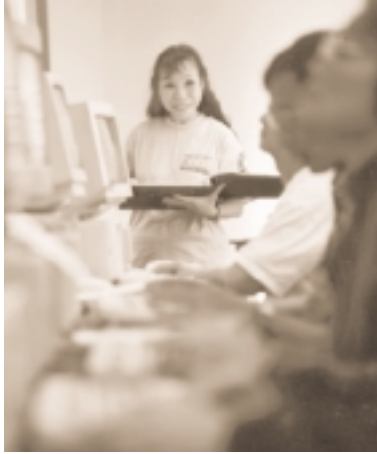
¹⁷ Research Triangle Institute. 2000. *AmeriCorps*NCCC Continuous Improvement Survey*.

¹⁸ Program years in AmeriCorps*NCCC generally begin in the fall and end during the following summer. Thus, the program year generally corresponds to the fiscal year. For example, program year 1998 begins in the fall of calendar year 1998 and is roughly coterminus with fiscal year 1999.

¹⁹ This indicator is defined as follows. For a member who ended service during a program year, divide the number of hours served by the number of hours that member was expected to serve. For example, an AmeriCorps member who serves 1750 hours, which includes 50 hours above the expected minimum of 1700 hours, has a rate of 102.9 percent. The average for the program is the average rate for all members.

²⁰ This indicator is defined as follows. For all members who ended service during a program year, divide the number of members who met the requirements for an education award by the total number of members who ended their service. If, as is in the case of AmeriCorps*NCCC, the average is 84.2 percent, more than eight of every ten members who left the program during the year earned an education award.

²¹ The performance goal was set at an approximate target level, and the deviation from that level is slight. There was no effect on the overall program or activity performance.



AMERICORPS*VISTA

AmeriCorps*VISTA (Volunteers in Service to America) is a full-time, national service program for men and women ages 18 and older interested in developing lasting solutions to the problems of poverty in America. The AmeriCorps*VISTA members' role is to mobilize community resources and increase the capacity of the low-income community to solve its own problems. AmeriCorps*VISTA members serve in nonprofit community and faith-based organizations and agencies to help develop permanent infrastructure that aids and expands services, and strengthens programs—with the ultimate goal of bringing low-income people out of poverty.

Since 1965, more than 130,000 individuals have joined VISTA to address the needs of impoverished communities. These members have worked with 13,000 local organizations to strengthen poor communities and help people escape poverty across the nation. AmeriCorps*VISTA alumni represent a powerfully diverse set of careers that include teachers, media celebrities, nonprofit visionaries, lawmakers, state supreme court justices, and CEOs of Fortune 500 companies.

AmeriCorps*VISTA Accomplishments in 2001

- (a) *Service Levels.* During fiscal 2001, AmeriCorps*VISTA produced 6,132 volunteer service years with the \$83 million in appropriated funds.²² In addition, more than 200 sponsoring organizations participated in cost-share arrangements. These agreements generated more than \$5.5 million in non-Corporation cash contributions to fund member costs.
- (b) *Member Characteristics.* AmeriCorps*VISTA has a diverse cadre of members. Twenty-eight percent are of Black or African American

racial backgrounds and nearly 16 percent are of Hispanic or Latino ethnic backgrounds. Many members come from the local community being served. They are involved citizens with significant work and community experience who understand the community's history, recognize its assets, and know how to work effectively with local groups and organizations. Approximately 33 percent of members are recent college graduates seeking to serve their community and country and gain experience and skills. Nearly 50 percent of members are over the age of 30 who choose a career change to help alleviate poverty in their communities. Members also include recently retired professionals interested in providing their time and skills to address local needs.

- (c) *Partner Profiles.* AmeriCorps*VISTA projects address the needs of those most in need: more than 80 percent of individuals served are estimated to live below the federal poverty level.²³ On any given day, approximately 1,200

²² AmeriCorps*VISTA Volunteer Service Years (VSY) are calculated by dividing the numbers of days a member serves by 365, e.g. if a member serves 73 days she/he has served 1/5 of a VSY, or 0.2 VSYs.

²³ Aguirre International. 2000. *1999 AmeriCorps*VISTA Accomplishments*. This estimate is based on self-reports from AmeriCorps*VISTA grantees and project sponsors and therefore dependent on the accuracy and completeness of the tracking systems they maintain. In most cases, the data are not subject to audit or other, less formal reviews by independent investigators.

projects, nearly 100 of which are faith-based organizations, are being facilitated by nearly 6,000 AmeriCorps*VISTA members who ultimately help to make the projects sustainable beyond their term of service. Approximately 65 percent of AmeriCorps*VISTA projects are in nonprofit community- or faith-based organizations. Around 10 per-cent are national nonprofit organizations and Native American Tribal entities, while the remaining 25 percent of projects are in State, Federal or local government and education agencies.

(d) *Children and Youth.*

AmeriCorps*VISTA is committed to ensuring that all children, regardless of their socioeconomic background, have an opportunity to achieve their full potential. AmeriCorps*VISTA is organized to target the five promises of America's Promise through strategies that include literacy, health and nutrition, juvenile justice, mentoring, early childhood development, and youth service. During fiscal 2001, AmeriCorps VISTA members produced nearly 2,500 Volunteer Service Years in more than 450 projects focusing on children's literacy.

(e) *Welfare-to-Work.* With 379 projects focused on the Welfare-to-Work Continuum in the past fiscal year, AmeriCorps*VISTA members were able to address the entire spectrum of support services a welfare recipient needs to make the transition successfully from welfare to work. AmeriCorps*VISTA has been on the forefront of developing welfare-to-work initiatives, focusing programming on filling gaps in the continuum of support. Some areas of activity include providing dental care to uninsured individuals, expanding safe affordable childcare facilities, and addressing rural transportation needs.

(f) *Financial Asset Development.* AmeriCorps*VISTA has been actively promoting financial asset development innovation by dedicating members to establishing Individual Development Accounts (IDA), home ownership, and automobile acquisition programs both in urban and rural communities. Financial asset development means a low-income individual can save money or build equity in a home. These steps are critical to helping people move permanently toward self-sufficiency. Strategies in this area also help nonprofits

become financially stable through technology planning, financial organization, and fund development.

(g) *Older Adults.* Poverty among seniors, while frequently overlooked, continues to be a focus of attention for AmeriCorps*VISTA. With an eye toward helping the elderly escape poverty, AmeriCorps*VISTA concentrates on creating infrastructure in nonprofit organizations that provide prescription drug education, transportation, home health care alternatives, and housing modifications to help people overcome shut-in situations.

(h) *Administrative Activities.*

During fiscal 2001, AmeriCorps*VISTA continued to strengthen the capacity of the program to fulfill its mission and adapt to the 21st century by: launching an alumni program including a database of 97,000 former VISTA volunteers; developing new project monitoring systems, project applications, and progress reports; creating a successful online recruiting system; and increasing the level of non-Corporation resources by approximately \$1 million.

AmeriCorps*VISTA Program Outcomes

AmeriCorps*VISTA projects increase resources and build organizational capacity for non-profit community groups.

According to reports from project sponsors, in one year approximately 5,000 AmeriCorps*VISTA members:²⁴

- Provided services to more than four million individuals including children, students, adults, families, senior citizens, welfare recipients, unemployed job seekers, those in need of housing or health care, substance abusers, and victims of abuse.
- Raised more than \$85 million in cash and in-kind resources to support the work of the organizations sponsoring the VISTA volunteers. These funds comprised \$51 million in cash and \$34 million in in-kind contributions to local projects to expand and develop services and programs. On average, each AmeriCorps*VISTA member generated \$15,400 in cash and in-kind resources.

- Recruited more than 283,000 community volunteers who donated 6.6 million volunteer hours to project activities (a \$34 million estimated value based on the federal minimum hourly wage of \$5.15).

AmeriCorps*VISTA members help lead successful tutoring programs. A research firm under contract to the Corporation studied a District of Columbia tutoring program. In this program, AmeriCorps*VISTA members, supervised Federal Work-Study students and other volunteers tutoring low-achieving children. The study used several pretest and post-test measures of reading performance including the Stanford Achievement Test (SAT 9) scores of second graders. Students selected for tutoring were performing at significantly lower levels than non-tutored students

were. The study found that “tutored students made greater gains on the SAT 9 reading tests than did the non-tutored students...Tutored students gained nearly twice as much as non-tutored students.”²⁵

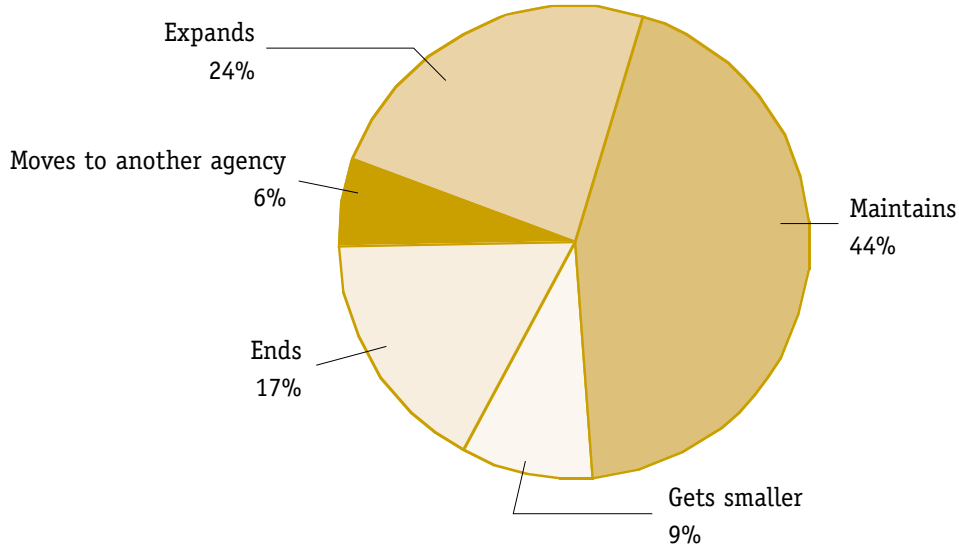
The work begun by AmeriCorps*VISTAs continues after they leave their projects and Corporation funding stops. Sixty-eight percent of AmeriCorps*VISTA supported programs continue to operate two to five years after the members had completed their assignments.²⁶ According to the study, “the evidence points strongly to the positive and effective role that VISTAs can and do play in building the capacity of the supported programs to sustain themselves.”

²⁴ Aguirre International. 2000. *1999 AmeriCorps*VISTA Accomplishments*.

²⁵ Macro International. 2000. *Evaluation of DC Reads. Year 2 Final Report*.

²⁶ PeopleWorks, Inc. 1997. *The Sustainability of AmeriCorps*VISTA Programs and Activities*.

WHAT HAPPENS TO AMERICORPS*VISTA PROJECTS WHEN THE VISTA LEAVES?



Source: PeopleWorks, Inc. 1997. *The Sustainability of AmeriCorps*VISTA Programs and Activities*

Studies in Process

Cross-Sectional Study of AmeriCorps*VISTA Training for Members and Supervisors. The Corporation provides training for members and the project supervisors who support them in conducting capacity-building activities to meet community needs. The AmeriCorps*VISTA training study seeks to determine members' and supervisors' perceptions about the efficacy of multiple training components in developing the knowledge, skills, and attitudes needed to conduct capacity-building and

sustainability activities. The study will also address the perceived impact of training and supervisor support on members' performance, retention, and satisfaction with the service experience.

Volunteer Generation Study. The purpose of the study is to identify and assess AmeriCorps practices related to generation (mobilization and recruitment) and deployment (placement and retention) of local volunteers. The study will examine: current practices in AmeriCorps*NCCC, State and National and VISTA;

outcomes resulting from mobilization and deployment of local volunteers; and the extent to which practices are meeting AmeriCorps goals of community strengthening and getting things done. Aguirre International will conduct a survey of 1,500 programs across the three primary programs, and case study site visits that include interviews among program staff, members and volunteers and observations of member and volunteer interactions in a purposive sample of programs.

AMERICORPS*VISTA PERFORMANCE - FISCAL YEARS 1999 - 2001

Performance Indicators	Past Performance		Fiscal Year 2001		Goal Met
	1999	2000	Goal	Result	
Number of AmeriCorps*VISTA projects. Source: <i>VISTA Management System. Corporation for National and Community Service.</i>	1,172	1,164	1,200	1,639	Yes
Number of AmeriCorps*VISTA service years completed. Source: <i>VISTA Management System. CNCS.</i> ²⁷	5,639	5,906	5,900	6,132	Yes
Average percent of expected service time completed by AmeriCorps*VISTA members. Source: <i>National Service Trust Database. CNCS.</i> ²⁸	81.2%	84.1%	85.0%	86.7	Yes
Percent of AmeriCorps*VISTA members who enroll in the Trust and complete their term of service and become eligible to receive the education award. Source: <i>National Service Trust Database. CNCS.</i> ²⁹	81.7%	88.1%	85%	92.4%	Yes
Number of AmeriCorps*VISTA projects focused on children's literacy. Source: <i>VISTA Management System. CNCS.</i>	N/A	N/A	475	466	No ³⁰
Number of AmeriCorps*VISTA service years completed in projects where the focus of activity is children's literacy. Source: <i>VISTA Management System. CNCS.</i>	2,231	2,115	2,000	2,338	Yes
Number of AmeriCorps*VISTA projects focused on welfare-to-work challenges. Source: <i>VISTA Management System. CNCS.</i>	263	361	361	379	Yes
Number of AmeriCorps*VISTA projects focused on technology issues. Source: <i>VISTA Management System. CNCS.</i>	18	100	100	132	Yes

²⁷ A volunteer service year (VSY) equals one full year of service (365 days). Dividing the number of days a member serves during a fiscal year by 365 produces the VSY production. Both appropriated and non-appropriated service year production is included in this indicator.

²⁸ This indicator is defined as follows. For a member who ended service during a program year, divide the number of hours served by the number of hours that member was expected to serve. For example, an AmeriCorps member who serves 1750 hours, which includes 50 hours above the expected minimum of 1700 hours, has a rate of 102.9 percent. The average for the program is the average rate for all members.

²⁹ This indicator is defined as follows. For all members who ended service during a program year, divide the number of members who met the requirements for an education award by the total number of members who ended their service. If, as in the case of AmeriCorps*NCCC, the average is 89.5 percent, more than seven of every ten members who left the program during the year earned an education award.

³⁰ The performance goal was set at an approximate target level, and the deviation from that level is slight. There was no effect on overall program or activity performance.

PROGRAM PERFORMANCE

NATIONAL SENIOR SERVICE CORPS BACKGROUND AND PERFORMANCE RESULTS

Through the National Senior Service Corps, more than half a million Americans age fifty-five and older share their time and talents to help solve local problems. Seniors serve: as Foster Grandparents, who work one-on-one with young people with special needs; as Senior Companions, who help other seniors live independently in their homes; and with the Retired and Senior Volunteer Program (RSVP), who meet a wide range of community needs.



RETIRED AND SENIOR VOLUNTEER PROGRAM

The Retired and Senior Volunteer Program (RSVP) matches older Americans who are willing to help with local problems in their communities.

RSVP volunteers choose how and where they want to serve, and they determine how many hours a week they serve. RSVP volunteers do not receive any stipend, but their project may reimburse them for some costs associated with their service activities. In addition, RSVP provides appropriate insurance coverage for volunteers while on assignment.

Each year more than 470,000 older Americans, age 55 and older, provide community service through the sponsorship of more than 766 local RSVP projects. The amount of service can vary from a few hours a month to almost full-time, with the average hours of service being approximately three hours a week. RSVP volunteers serve through public agencies and nonprofit organizations. They tutor children and youth, organize neighborhood watch programs, renovate homes, teach English to immigrants, program computers, help people recover from natural disasters, and serve as museum docents—whatever their skills and interests lead them to do.

RSVP Accomplishments in Fiscal 2001

- (a) *RSVP Service Levels.* Over 480,000 participants served in 766 local projects supported by Corporation and non-Corporation funds. They provided more than 77 million hours of service to their communities through an estimated 65,000 local organizations.
- (b) *Programming for Impact.* Three years ago, the Senior Corps programs began a transition to results-focused programming. Grantees were encouraged to identify outcome-based assignments that engage volunteers in activities contributing to meeting a community need as identified by important stakeholders in the community. The results of the service were to be measurable and there had to be a system in place for reporting the information. In 2001, 57 percent of RSVP volunteers nationwide were serving in outcome-based assignments.
- (c) *Regional Training.* The 2001 Senior Corps Cluster

Conferences focused on strengthening senior service as a strategy for meeting community needs. Five regional training events of project directors and more than 400 sponsor executives nationwide demonstrated the benefits of including sponsors in Senior Corps training events.

RSVP Program Outcomes

RSVP Projects are serving communities in many ways. A study completed in 2001 by a research firm under contract to the Corporation reported on the service accomplishments of RSVP local projects in fiscal 2000. Based on a sample survey of 250

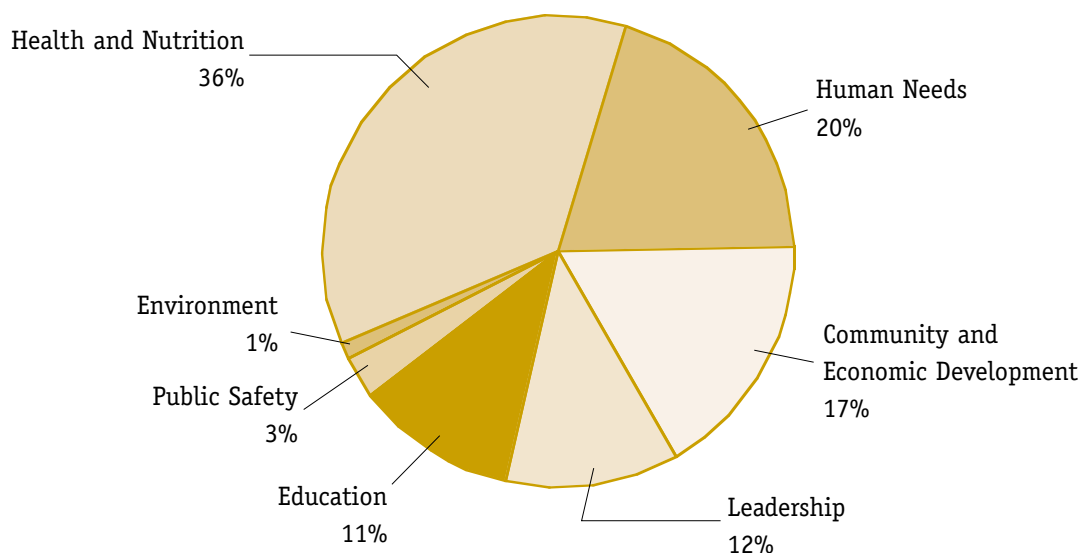
of 766 projects, the study presented an inventory of service activities undertaken by the RSVP Program to help meet critical community needs through its volunteer opportunities. RSVP volunteers meet community needs by:

- Providing nurturing and support to struggling learners to help them stay in school and make academic progress;
- Helping health and human service organizations meet basic community needs such as providing food, clothing and health services to those in need;
- Providing nurturing and support to ill, homebound or hospitalized individuals;

- Helping communities meet environmental concerns by raising awareness and providing education; and
- Allowing communities to benefit from the wealth of resources seniors have to offer by providing volunteer education, management consulting, and organizational support services to non-profit community organizations.³¹

At this time, the available data quantify service activities, such as numbers of children tutored or numbers of Neighborhood Watch patrols undertaken. The data do not provide for intermediate or long-term outcomes.

IN WHAT TYPES OF PROGRAM EMPHASIS AREAS DO RSVP VOLUNTEERS SERVE?



Source: Aguirre International. 2001. *RSVP Accomplishment Report. October 1999 - September 2000.*

³¹ Aguirre International. 2001. *RSVP Accomplishment Report, October 1999 - September 2000.*

RSVP provides a wide range of services that are highly valued by community members. During fiscal 2001, the Corporation contracted with a research firm to survey community representatives about RSVP and the services it delivers in the community through RSVP volunteers. The 203 community representatives who responded to the survey were individuals working for organizations that received RSVP volunteer services, living in the community where RSVP volunteers provides services, RSVP

volunteer supervisors, or otherwise meaningfully affiliated with RSVP activities in the community. The respondents rated RSVP services as follows:

- 83% of respondents rated RSVP services as at least “very important” (42% as “extremely important” and 41% as “very important”);
- 95% of respondents rated the overall satisfaction with RSVP services as meeting or exceeding expectations

(35% “exceeded expectations” and 60% “met expectations”);

- 57% of respondents rated RSVP services as addressing at least “very critical community needs” (18% “extremely critical” and 39% “very critical”).

Overall, customer satisfaction among this group of respondents, most of whom live and work in organizations and communities served by RSVP volunteers, was high in terms of meeting expectations.³²

RSVP PERFORMANCE - FISCAL YEARS 1999 - 2001

Performance Indicators	Past Performance		Fiscal Year 2001		
	1999	2000	Goal	Result	Goal Met
Number of federally funded RSVP projects. Source: <i>Grants Tracking Database. National Senior Service Corps. Corporation for National and Community Service.</i>	740	755	755	766	Yes
Number of federally funded RSVP volunteers. Source: (1) <i>Grants Tracking Database. National Senior Service Corps</i> ; (2) <i>Project Profile and Volunteer Activity Survey. National Senior Service Corps. Corporation for National and Community Service.</i>	466,900	473,700	476,000	480,000	Yes
Percent of RSVP volunteers serving in outcome-based assignments. ³³ Source: <i>GPRA Status Report from grantees to Senior Corps Headquarters. Corporation for National and Community Service.</i>	32%	53%	40%	57%	Yes

³² Research Triangle Institute. 2002. *Customer Satisfaction Survey*.

³³ Outcome based assignments engage volunteers in activities that will contribute to meeting a community need as identified by key stakeholders in the community. The results of the service must be measurable and there must be a system in place for reporting the information.



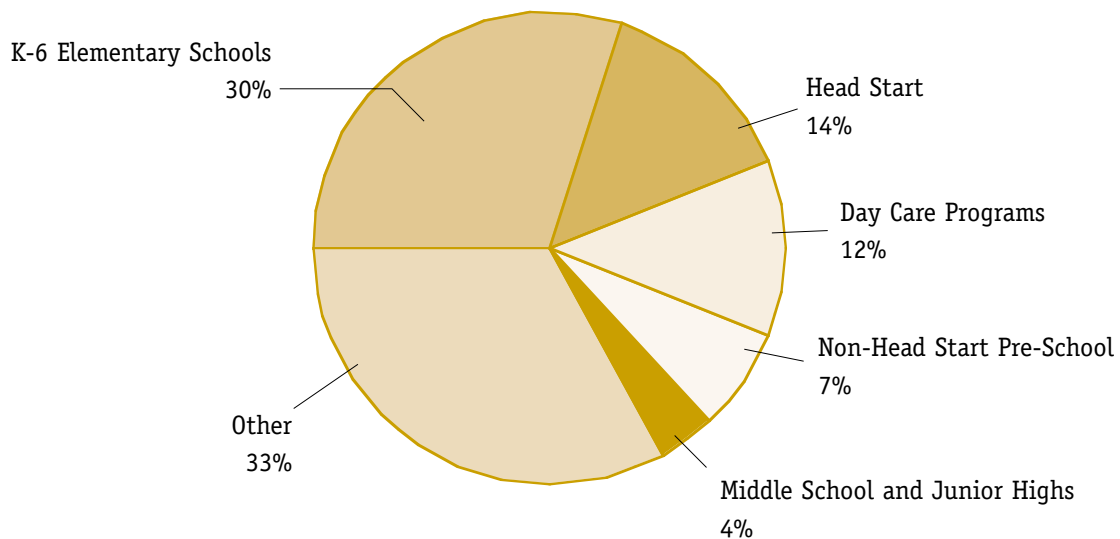
FOSTER GRANDPARENT PROGRAM (FGP)

Since 1965, Foster Grandparents have provided valuable aid to children and youth with exceptional needs. Foster Grandparents serve an average of 20 hours a week and receive stipends set at \$2.55 an hour. They must be age 60 or above and meet certain low-income requirements to receive the stipend. In addition to the stipend, Foster Grandparents receive accident, liability, and

automobile insurance coverage, if needed, during their assignments.

Foster Grandparents serve in schools, hospitals, drug treatment centers, correctional institutions, and Head Start and day care centers. Foster Grandparents help abused and neglected children, mentor troubled teenagers and young mothers, and care for premature infants and children with physical disabilities.

WHERE DO FOSTER GRANDPARENTS SERVE?



Source: Aguirre International. 2001. *Foster Grandparents Accomplishment Report. October 1999 - September 2000.*

Foster Grandparent Program Accomplishments in Fiscal 2001

- (a) *FGP Service Levels.* A total of 23,300 Foster Grandparents supported by federal funds and 2,800 Foster Grandparents funded from other sources provided daily service to more than 100,000 children and youth in existing local projects supported by Corporation, state, local, and private funds. On an annual basis, over 275,000 special and exceptional needs children were served.
- (b) *Programming for Impact.* Three years ago, the Senior Corps programs began a transition to results-focused programming. FGP Grantees were encouraged to develop volunteer assignment plans that identify specific outcomes for the child served and the activities of the Foster Grandparent. In 2001, 90 percent of Foster Grandparents nationwide were serving in outcome-based assignments.
- (c) *Regional Training.* The 2001 Senior Corps Cluster Conferences focused on strengthening senior service as a strategy for meeting

community needs. The five regional training events of project directors and by more than 400 sponsor executives nationwide, demonstrating the benefits of including sponsors in Senior Corps training events.

Foster Grandparent Program Outcomes

Foster Grandparents seek positive social and emotional outcomes in children. A quantitative study of FGP explored what Foster Grandparents actually do with children. The study looked at the links between their activities and positive outcomes for children and youth. Overall, the study found that Foster Grandparents demonstrated “positive caregiver behaviors associated with positive outcomes for children and benefits for classrooms and [Head Start] centers.”

The research staff observed classrooms and took detailed notes that included descriptions of the interaction of Foster Grandparents and children. The Arnett Scale of Caregiver Behaviors, measuring the caregiving behavior of individual adults in a classroom, was used to provide consistency in

reporting and observing these interactions. Basing observations upon this standard scale, the study found that Foster Grandparents provide consistent support to the children in five essential areas:

- (1) Emotional well being.
- (2) Self-esteem & self-efficacy.
- (3) Social behaviors and skills development.
- (4) Language development.
- (5) Cognitive development.³⁴

Foster Grandparents help children with exceptional or special needs to succeed in life, according to survey respondents.

During fiscal 2001, a research firm under contract to the Corporation surveyed community representatives about the Foster Grandparent Program and the services it delivers in the community through Foster Grandparent volunteers. Responding to the survey were community representatives who either worked for organizations that received Foster Grandparent services, worked with recipients of Foster Grandparent services, supervised Foster Grandparents, lived in the community where the Foster Grandparent Program provides services, or were affiliated in some other way with FGP activities. Findings from this study include:

³⁴ Westat, Inc. 1997. *Foster Grandparents and Children in Head Start*.

- 81% of respondents rated Foster Grandparent services as at least “very important” (45% as “extremely important” and 35% as “very important”);
- 99% of respondents rated Foster Grandparents as meeting or exceeding expectations (37% “exceeded expectations” and 62% “met expectations”);
- 78% of respondents said that Foster Grandparents volunteers met needs that were not adequately addressed by other services in the community.³⁵

FGP PERFORMANCE - FISCAL YEARS 1999 - 2001

Performance Indicators	Past Performance		Fiscal Year 2001		
	1999	2000	Goal	Result	Goal Met
Number of federally funded Foster Grandparent projects. Source: <i>Grants Tracking Database. National Senior Service Corps. Corporation for National and Community Service.</i>	309	319	319	321	Yes
Number of federally funded Foster Grandparent service years budgeted. Source: <i>Grants Tracking Database. National Senior Service Corps. Corporation for National and Community Service.</i>	22,900	23,100	23,350	23,300	No ³⁶
Number of children with special and exceptional needs served annually by Foster Grandparents. Source: <i>Project Profile and Volunteer Survey. National Senior Service Corps. Corporation for National and Community Service.</i>	180,000	214,300	216,200	275,200	Yes
Percent of Foster Grandparents covered by Volunteer Assignment Plans. Source: <i>GPRA Status Report from Grantee to Senior Corps Headquarters. National Senior Service Corps. Corporation for National and Community Service.</i> ³⁷	64%	84%	90%	90%	Yes

³⁵ Research Triangle Institute. 2002. *Customer Satisfaction Survey*.

³⁶ The performance goal was set at an approximate target level, and the deviation from that level is slight. There was no effect on the overall program or activity performance.

³⁷ Volunteer Assignment Plans include a written description of a Foster Grandparent's assignment with a child. The plan identifies specific outcomes for the child served and the activities of the Foster Grandparent.



SENIOR COMPANION PROGRAM (SCP)

Senior Companions provide assistance to frail, homebound individuals, most of them elderly. These clients have difficulties with daily living tasks and Senior Companions help them retain their dignity and independence. The Senior Companion Program, like the Foster Grandparent Program, provides low-income persons, age 60 and over, the opportunity to serve those in need. The Senior Companions receive the same stipend and

insurance as Foster Grandparents and serve an average of 20 hours a week.

Senior Companions help homebound clients with chores such as paying bills, buying groceries, and finding transportation to medical appointments. Senior Companions receive training in topics such as Alzheimer's disease, stroke, diabetes, and mental health—and alert doctors and family members of clients' potential health problems.

HOW DO SENIOR COMPANIONS HELP CLIENTS WHO ARE PRIMARILY HOMEBOUND, FRAIL, AND ELDERLY?



Source: Research Triangle Institute. 2001. *The Role and Value of Senior Companions in Their Communities*

Senior Companion Program Accomplishments in Fiscal 2001

(a) *SCP Service Levels.* More than 13,100 Senior Companions served in 219 projects—178 federally funded and 41 funded from other sources—to provide personal assistance and companionship primarily to persons who have physical, mental, or emotional impairments, predominately the frail elderly. Approximately 44,600 frail adults received service weekly and over 61,000 annually.

(b) *Programming for Impact.* Three years ago, the Senior Corps programs began a transition to results-focused programming. SCP grantees were encouraged to develop volunteer assignment plans that include the specific tasks that the Senior Companion will do, as well as the measurable outcomes for the adult clients served. The written assignment plan provides a tool to track the progress of clients, including specific accomplishments facilitated by the Senior Companions. In 2001, 90 percent of Senior

Companions nationwide were serving in outcome-based assignments.

(c) *Regional Training.* The 2001 Senior Corps Cluster Conferences focused on strengthening senior service as a strategy for meeting community needs. The five regional training events of project directors and by more than 400 sponsor executives nationwide, demonstrating the benefits of including sponsors in Senior Corps training events.

Senior Companion Program Outcomes

Senior Companions provide older, frail adults much-needed care, companionship, and support, according to surveyed community representatives. A research firm under contract to the Corporation surveyed community representatives about Senior Companion Program grantees and the services it delivers in the community through Senior Companion volunteers. Responding to the survey were community representatives who either served as a board member of an affiliated organization, lived in the

community where the Senior Companion Program provides services, supervised Senior Companions, worked with recipients of Senior Companion services, or worked for organizations that received Senior Companion services. Findings from this study include:

- 82% of respondents rated Senior Companion services as, at a minimum, “very important” (47% as “extremely important” and 35% as “very important”);
- 79% of respondents indicated that Senior Companion services addressed needs at least “somewhat critical” and that the services were provided in a timely manner; and
- 96% of respondents said that the services met or exceeded expectations (26% “exceeded expectations” and 70 “met expectations”).³⁸

Community organizations report that Senior Companions expand in-home support for adults in need of extra support and help agencies serve new groups of clients. Because of Senior Companions, community organizations using Senior Companion services were able to serve

³⁸ Research Triangle Institute. 2002. *Customer Satisfaction Survey*.

additional clients, and provided additional services to present clients. Senior Companions made it possible to serve several groups of clients, including: frail older adults living alone; frail older adults with caregivers; persons with special needs; and those not eligible for subsidized services, but who could not afford to pay for services needed. Findings from the study include:

- 57% of Senior Companion supervisors at their placement organizations said that Senior Companions made it possible for the organization to serve more clients;
- 61% said that Senior Companions allowed them to serve a more diverse group of clients, including those with special needs or those unable to pay for services;

- 64% said that Senior Companions free time of paid professional staff, thus allowing them to undertake more duties; and
- 75% said that Senior Companions provide valuable respite care to family caregivers.³⁹

Studies in Progress

The Senior Companion Program (SCP) Quality of Care Study. This study is assessing the quality of care and impacts of Senior Companions delivering in-home services for the frail elderly and respite care. Researchers are examining the impact Senior Companions have on their clients and health care delivery teams and providers. In the three-year study, Research Triangle Institute is conducting telephone interviews with SCP

volunteer station supervisors, time-series phone interviews (at baseline, three and nine months after baseline) with frail elderly clients of SCP projects, their family members, and other caregivers.

³⁹ Research Triangle Institute. 2000. *The Role and Value of Senior Companions in Their Communities*.

SCP PERFORMANCE - FISCAL YEARS 1999 - 2001

Performance Indicators	Past Fiscal Years		Fiscal Year 2001		
	1999	2000	Goal	Result	Goal Met
Number of federally funded Senior Companion projects. Source: <i>Grants Tracking Database. National Senior Service Corps. Corporation for National and Community Service.</i>	157	175	175	178	Yes
Number of federally funded Senior Companion service years budgeted. Source: <i>Financial Status Reports from Grantee. National Senior Service Corps. Corporation for National and Community Service.</i>	8,750	9,194	9,300	9,400	Yes
Number of frail, homebound, usually elderly clients served annually by Senior Companions. Source: <i>Project Profile and Volunteer Activity Survey. National Senior Service Corps. Corporation for National and Community Service.</i>	61,000	52,600	53,100	61,300	Yes
Percent of Senior Companions covered by Volunteer Assignment Plans. Source: <i>Project Progress Report from Grantee to State Office. National Senior Service Corps. Corporation for National and Community Service.</i> ⁴⁰	74%	84%	90%	90%	Yes

⁴⁰ This indicator tracks the progress of Programming for Impact in the national SCP network. The "written assignment description" includes the specific tasks that the Senior Companion will engage in, as well as the measurable outcomes for the adult clients served. The written assignment description then provides a tool to track the progress of the clients served, including specific accomplishments facilitated by the Senior Companion through service.

PROGRAM PERFORMANCE

LEARN AND SERVE BACKGROUND AND PERFORMANCE RESULTS



Many schools are discovering the value of service-learning through projects that link education and service. Learn & Serve America helps support more than one million students from kindergarten through college who are meeting community needs while improving their academic skills and learning the habits of good citizenship. In addition to providing Learn & Serve grants and scholarships for student service, the Corporation also promotes youth service through the National Service-Learning Leader Schools Program and the President's Student Service Challenge.

The goal of the Learn & Serve America programs is to make service an integral part of the education and life experiences

of all young people, thereby building a lifelong ethic of civic engagement and service. All Learn & Serve America programs—K-12 school- and community-based and higher education—integrate community service with academic curriculum or with out-of-school time and extracurricular learning opportunities. Known as service-learning, this educational method is defined by the National and Community Service Act as a method under which “students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community... helps foster civic responsibility; which is integrated into and enhances the academic curriculum of the students...or the service program in which the participant is enrolled; and which provides structured time for the students or participants to reflect on the service experience.”

Student participants in well-designed and well-implemented programs display signs of increased civic and social responsibility and gains in academic achievement when the

programs effectively link theoretical with practical knowledge to serve the educational, public safety, environmental and other human needs in their communities. Positive effects on student outcomes are most likely to occur in programs where students serve over an extended period and in which effective connections are made to classroom curriculum. In addition, Learn & Serve America programs encourage and foster collaboration among key societal sectors—schools, community-based organizations, institutions of higher education, and others—to meet community needs and to strengthen the fabric of local communities.

To fulfill its mission, Learn & Serve America provides funds to educational institutions and non-profit organizations that integrate service with academic curricula or other intentional learning outcomes. These grants are designed to have lasting, sustainable impact on schools, colleges, and other youth-serving organizations, enabling those institutions to provide youth with opportunities for meaningful service and civic

participation. Historically, Learn and Serve America program evaluation has focused on activities rather than outcomes. While our current legislation limits the amount of funds that may be used for evaluation in K-12 school-based programs, it has also been our priority to increase the number of service-learning programs. Future evaluations may consider shifting the focus from program activities to the outcomes of our programs.

Learn & Serve America Accomplishments in Fiscal 2001

- (a) *Grant Support.* Learn & Serve America awarded 168 new grants in fiscal 2001 totaling \$43 million. This included: 48 formula grants to State Education Agencies; 20 Community, Higher Education, School Partnership grants; 8 Digital Divide grants; 22 Community-Based grants; 8 grants to Indian Tribes; and 62 Higher Education grants.
- (b) *Student Participation.* In fiscal 2001, the Corporation assisted 106 school- and community-based projects that enrolled 1,478,210 students in service-learning

activities. In that same year, 62 college and university projects supported by Learn & Serve America enrolled approximately 80,000 participants (students, faculty, staff, and community members).

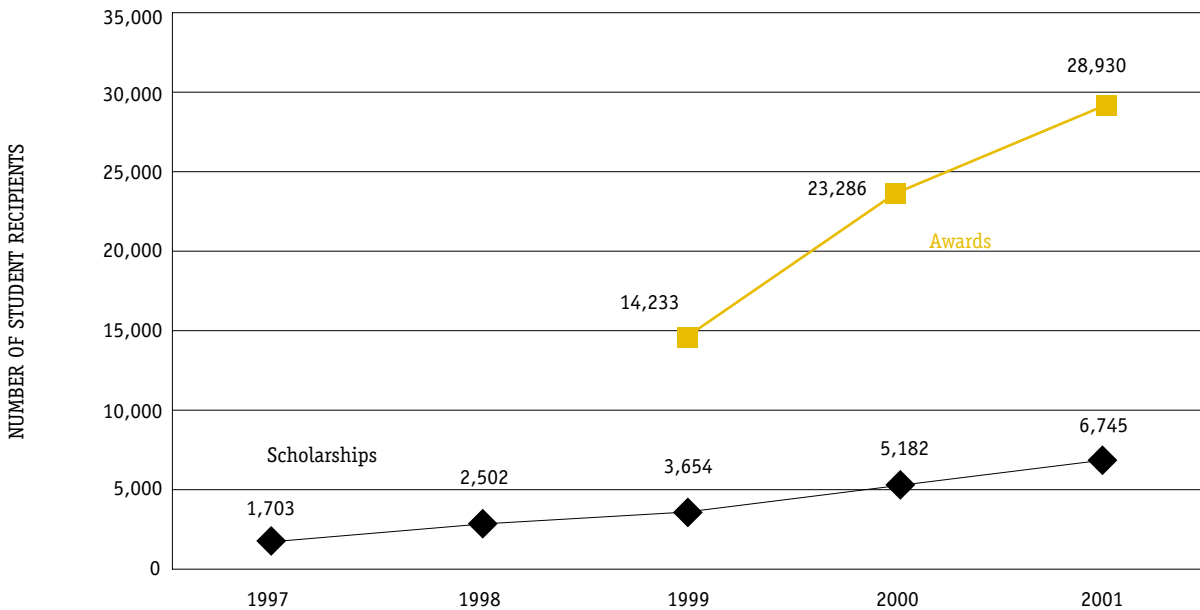
- (c) *National Service-Learning Leader Schools.* In fiscal 2001, its third year, the program honored 30 middle schools and 34 high schools from 32 states. These 64 schools joined the honorees from 1999 and 2000, bringing the total number of National Service-Learning Leader Schools to 200. Each school serves for at least two years as an active winner, modeling excellence in for other schools.

- (d) *The President's Student Service Awards and Scholarships.* This nationwide recognition effort supports schools and community- and faith-based organizations in their efforts to highlight and promote the community service done by students. Learn & Serve America administers the award and scholarship programs.

Fiscal 2001 was the fifth year of the *President's Student Service Scholarships* (originally called the National Service Scholars). Under this program, two students from the junior or senior class in high schools across the country may each receive a \$1,000 scholarship for leadership in community service. The Corporation provides one-half of the scholarship. Local funding from schools, businesses, non-profit organizations, or civic groups provides one-half. The Corporation awarded 6,745 scholarships in fiscal 2001. This was short of the goal set at 7,500 because several of the national partnerships we expected to implement were delayed one year.

In order to build the lifelong ethic of service and citizenship, *The President's Student Service Awards* recognize students who make a significant annual service contribution to local communities: 50 hours or more for students under 14, and 100 hours or more for older students. Students are certified by their school, their college, or a community organization and receive pins and other forms of recognition for their service. By the end of the fiscal year, 35,736 individuals across the country received awards.

GROWTH OF PRESIDENT'S SERVICE AWARDS AND SCHOLARSHIPS



Source: Department of Service-Learning. Corporation for National and Community Service

Learn & Serve America Program Outcomes

In 1999, the Corporation issued comprehensive evaluation reports on the two primary Learn & Serve America programs, Higher Education and School-Based. Conducted by Brandeis University, the School-Based study examined highly developed service-learning projects.⁴¹ In these 300 high-quality projects, service-learning students provided more than 154,000 hours of service. The Higher Education study, conducted by RAND, surveyed all the nearly-500 colleges and universities

funded through a direct grant from the Learn & Serve America or a subgrant from a Learn & Serve America grantee during the 1994-1997 grant cycle.⁴² The findings from both studies are highly positive and reveal some striking similarities.

Well-designed and well-implemented Service-Learning has a positive impact on citizenship and civic responsibility. The Brandeis (School-Based) Study showed that service-learning programs have had a positive, statistically significant impact on civic attitudes and behavior of participants. The RAND

(higher education) Study indicated a strong correlation between student participation in a service-learning course and civic responsibility, particularly the likelihood that students would continue to do volunteer work and take an active role in helping to address societal problems.

Communities value the contributions of Learn & Serve America programs. The Brandeis Study found that students made a difference at the community level that extended well beyond what one might expect from their age and relatively small number. For example, 99 percent of all

⁴¹ Melchior, Alan. 1999. *National Evaluation of Learn and Serve America*. Brandeis University.

⁴² Gray, Maryann J., E. H. Ondaatje, and L. Zakaras. 1999. *Combining Service and Learning in Higher Education: Summary Report*. RAND.

community agencies surveyed reported their experience with local Learn & Serve America programs was either “good” or “excellent”, and 9 out of 10 agencies said that Learn & Serve Participants helped the agency improve their services to clients and the community. The RAND Study found that student volunteers helped community organizations reach more people and improve the quality of their services, and the communities were extremely satisfied with the contributions of the volunteers, giving them high marks on all dimensions, particularly enthusiasm and interpersonal skills. Communities also reported stronger relationships with their local schools as a result of Learn & Serve America programs.

Studies in Progress

Institutionalization Study. In fiscal 1999, the Corporation began a study to examine the institutionalization and sustainability of the Learn & Serve America programs. Brandeis University and Westat, Inc. are examining: (1) how the use of Corporation Learn & Serve America funding influences the development and institutionalization of service-learning activities and programs; and (2) the degree of program sustainability or survival after Corporation funding ends. The expected completion date is November 2002.

Community, Higher Education, and School Partnerships (CHESP). CHESP is an innovative funding initiative to enable community-based organizations, institutions of higher education, and schools to form collaborative partnerships so that they may marshal their resources to focus on a mutually agreed-upon community problem. In fiscal 2001, the Corporation initiated an evaluation of the twenty

CHESP grants competitively awarded in February 2000. The purpose of this initiative is to: encourage strategic, purposeful collaborations among institutions to improve education and communities through service-learning; and develop models of service-learning and community, higher education, and school collaborations that can be replicated. The study will:

- (1) identify facilitators and barriers to establishing partnerships;
- (2) assess whether the partnerships provide effective, replicable models or value-added strategies; and
- (3) assess whether CHESP is an appropriate direction for future grantmaking policy. Abt Associates and Brandeis University are conducting the study and it will be completed in March 2003.

LEARN & SERVE AMERICA PERFORMANCE FISCAL YEARS 1999 - 2001

Performance Indicators	Past Fiscal Years		Fiscal Year 2001		
	1999	2000	Goal	Result	Goal Met
Number of K-12 and higher education grants. Source: <i>Department of Service-Learning, Corporation for National and Community Service</i> .	164	174	174	168	No
Number of students in projects supported by Learn & Serve America. Source: <i>Learn & Serve America Grantee Progress Reports, Department of Service Learning, Corporation for National and Community Service</i> .	1,230,000	1,188,058	1,200,000	1,478,210	Yes
Number of new Leader Schools. Source: <i>Department of Service Learning, Corporation for National and Community Service</i> .	70	66	65 new	64 new	No ⁴³
Number of Presidential Student Service Awards. Source: <i>American Institute for Public Service</i> .	17,822	27,325	35,000	35,736	Yes
Number of high school students [see earlier notes] receiving Presidential Service Scholarships. Source: <i>Citizen Scholars Foundation of America</i> .	3,654	5,182	7,500	6,745	No

⁴³ The performance goal was set at an approximate target level, and the deviation from that level is slight. There was no effect on overall program or activity performance.

INNOVATION, DEMONSTRATION, AND ASSISTANCE ACTIVITIES

Subtitle H of the National and Community Service Act authorizes a wide range of activities that help to build the ethic of service among Americans of all ages and backgrounds. The majority of funds supported innovative and demonstration programs that serve this goal, as well as training and technical assistance activities. The goals of the Innovation, Demonstration, and Assistance activities are to:

- Build the ethic of service among Americans of all ages and backgrounds.
- Support innovative demonstration service programs that may not be eligible under other subtitles of the legislation.
- Provide training, leadership development, and technical support to grantees and service programs receiving assistance under the Act.
- Build a strong infrastructure at the local and state levels to support and provide technical assistance to programs.

- Foster program effectiveness leading to high quality programs and real community impact.
- Assist programs enrolling participants with disabilities and accommodating their participation.
- Support disaster relief efforts.

INNOVATION, DEMONSTRATION, AND ASSISTANCE ACTIVITIES ACCOMPLISHMENTS IN FISCAL 2001

(a) *Service Partnerships.* The Corporation gives high priority to developing partnerships with organizations sharing a commitment to serving those whom prosperity has left behind. Partners include corporations and small businesses, foundations, state and local governments, and fraternal and social groups. In fiscal 2001, emphasis was placed on partnering with faith-based and small community organizations, with the goal of expanding the extensive network of such groups working

with the Corporation. To help meet this goal, the Corporation selected a training and technical assistance (T/TA) provider to focus on faith-based and small community organizations. The provider will (1) offer information about resources available to such groups from the Corporation and other service and volunteer groups, (2) make available an information and referral center, and (3) offer T/TA to prospective and current faith-based and small community grantees and sponsors of Corporation programs.

(b) *Training and Technical Assistance.* During 2001, the Corporation provided approximately \$5.7 million to State Commissions to support the delivery of T/TA services to all Corporation-funded programs. During the year, T/TA resources were used to design and support major components of several Corporation conferences. The T/TA electronic publishing initiative started during fiscal 2000 was expanded to include all T/TA publications

developed and revised since 1994. The Corporation designed and implemented a plan for enabling AmeriCorps programs to provide civic engagement training to their members. Through the National Service Leadership Institute (NSLI), the Corporation provided leadership training to 2,416 grantee staff at 78 training events throughout the country. The Corporation also participated in the design of a collaborative training enterprise involving NSLI and the Points of Light Foundation. One product of this effort was a business plan outlining the feasibility of such a collaborative and the steps needed to implement it.

- (c) *Recruitment.* The Corporation developed the AmeriCorps Web-based Recruitment and Placement System. Programs can list service opportunities and search the profiles of prospective members. Applicants can find programs that match their interests and submit an electronic AmeriCorps application. From late January 2001, when it was launched, through September 2001, the system had posted over 1,100 pro-

gram listings (out of 2,100 potential programs) and had processed 26,000 applications. In addition, the Corporation hired a diversity recruitment specialist to help increase outreach and marketing to under-represented populations, including persons with disabilities and seniors. The Corporation also expanded outreach efforts with organizations that assist in recruiting, including Peace Corps, the Urban League, the League of United Latin American Citizens, American Humanities, Navy and Marine Corps, and many mayors' offices.

- (d) *Disability Grants.* In fiscal 2001, the Corporation increased the funds allocated to support disability-related outreach and recruitment activities across all national service programs. This was the first time that the Corporation's support of such activities extended beyond AmeriCorps. In 2000, the Corporation issued three grants totaling \$1,500,000 enabling organizations that support service days or events to include persons with disabilities. Their activities began in fiscal 2001. The Corporation awarded

eight grants to support strategies for increasing participation by individuals with disabilities in national service. Most grants covered a broad range of disabilities with one grantee focusing on cognitive disabilities and another on people with significant hearing loss.

- (e) *Disaster Programs.* The Corporation's disaster relief activities continued in fiscal 2001 as the result of a Memorandum of Understanding with the Federal Emergency Management Agency (FEMA). AmeriCorps*NCCC focused member service on disaster response and relief. In July 2001, the Tribal Civilian Community Corps, a new residential service program mobilizing young native Americans, joined AmeriCorps*NCCC members in responding to floods in Houston and surrounding areas in Texas, and in West Virginia. The Corporation does not allocate funds for grants under the Disaster program because FEMA reimburses service programs for the costs they incur in responding to disasters.

(f) *Education Award Grants.* In fiscal 2001, this program provided support for an estimated 11,000 members as part of the 50,000 AmeriCorps members in the Corporation's network of AmeriCorps programs. Actual grant support per full-time equivalent member is less than \$400. This program supports service activities of more than 100 faith-based organizations through a grant to the Catholic Network of Volunteer Services. It also supports a number of mentoring, tutoring, and teacher development initiatives. In addition, an initiative placing AmeriCorps members in Boys and Girls Clubs was expanded.

(g) *AmeriCorps Promise Fellows Program.* In fiscal 2001, the Corporation supported a third year of the AmeriCorps Promise Fellows Program by awarding grants totaling approximately \$5.7 million. These grants were awarded to state commissions, organizations in South Dakota and the District of Columbia, Indian tribes, and national nonprofit organizations to support up to 487 AmeriCorps Promise Fellows. The fellows serve full-time for one year in organizations helping to deliver the five promises of America's Promise to children and youth, which are: ongoing relationships with caring adults, safe places with structured activities during non-school hours, a healthy start, marketable skills, and

an opportunity to serve. In 2001, the Corporation also conducted the grant application process to select programs for the fourth year of the AmeriCorps Promise Fellows program. The Corporation approved grants totaling approximately \$5.5 million to support up to 447 AmeriCorps Promise Fellows. These fellows will serve in fiscal 2002.

INNOVATION, DEMONSTRATION, AND ASSISTANCE ACTIVITIES FISCAL YEARS 1999 - 2001

Performance Indicators	Past Fiscal Years		Fiscal Year 2001		
	1999	2000	Goal	Result	Goal Met
Number of applications received by programs by way of the AmeriCorps Recruitment website. Source: <i>AmeriCorps Office of Recruitment. Corporation for National and Community Service.</i>	n.a.	n.a.	5,000	26,893	Yes
Design and implement a collaborative training enterprise based on the National Service Leadership Institute (NSLI) and involving the Corporation and the Points of Light Foundation. Source: <i>Office of Leadership Development and Training. Corporation for National and Community Service.</i>	n.a.	n.a.	Develop business plan	Developed business plan	Yes
Number of NSLI classes held for grantee staff. Source: <i>Office of Leadership Development and Training. Corporation for National and Community Service.</i>	33	49	42	78	Yes
Number of grantee staff trained by NSLI. Source: <i>Office of Leadership Development and Training. Corporation for National and Community Service.</i>	1,122	1,716	1,580	2,416	Yes

EVALUATION

The Corporation conducts or contracts for evaluations of its programs, initiating several studies each year on a range of issues. In general, the evaluation effort in the Corporation is a major part of the effort to enhance program performance and collect data addressing critical program issues. Within the Corporation, the Department of Research and Policy Development (RPD) manages evaluation activities.

Evaluation Accomplishments in Fiscal 2001

(a) *Program Evaluation Activity.*

In fiscal 2001, the Corporation completed 11 evaluation studies and research projects. Three multi-year evaluations begun in previous years continued into 2001, while 11 projects were initiated. The Corporation did not meet its goals for Evaluation on all but one indicator. The initial goals were set following several years of initiating large numbers of small studies.

More recently, the agency has required larger, more complex studies in smaller numbers. The Corporation has learned that the contribution of evaluation and research to its work does not derive from the number of projects, but rather from their quality and utility.

In 2002, the Corporation has restructured its evaluation office, creating a new Department of Research and Policy Development. This department will continue the shift to more outcome-focused research begun in 2000, placing even more emphasis on policy relevant research. As part of the reorganization, the Department will be developing new performance indicators to reflect more accurately the nature of the research enterprise and the Corporation's efforts to fund research that answers important policy questions.

Evaluation technical assistance to grantees and State Education agencies was down in fiscal 2001. This activity is demand driven and fewer requests for assistance were received than expected.

While the reasons for this decline are not immediately evident, two possible explanations are that, one, projects are maturing and in need of less assistance than in previous years, and two, project directors are seeking out their peers for help more frequently than in the past.

(b) *New Performance Indicators for Programs.* The Corporation has added new performance indicators in two critical areas: utilization of the education awards by AmeriCorps members; and number of community volunteers leveraged by national service program participants. A third indicator is under development: actual cost per member in national service programs. In addition, the Corporation has asked the Urban Institute, a leader in the field of performance

measurement, to conduct a review of its performance measurement systems and to advise on the construction of additional indicators. The results of this review will be incorporated into the next performance plan submitted to Congress, due in March 2003.

- (c) *Outcome Evaluations.* Quasi-experimental research continued to be an important tool for the Corporation to determine the extent of its effectiveness in improving the lives of service participants and recipients. In 2001, the largest study available in the research literature to date on the effects of tutoring was released by the agency: *AmeriCorps Tutoring and Student Reading Achievement* by Abt Associates. In addition,

the Corporation completed the first of a series of continuous improvement studies on the National Civilian Communities Corps campuses designed to permit NCCC managers to incorporate AmeriCorps Member feedback into the planning process for the following service year. Topics for outcome studies begun in 2001 include: utilization of the education award by AmeriCorps members; the adoption of service-learning by higher education; and the role of national service participants in recruiting and managing community volunteers.

- (d) *Citizenship Education.* A large, rigorous, outcome evaluation of the effectiveness of two sets of Corporation-sponsored citizenship education materials began in 2001. This study seeks to provide valuable programmatic guidance on the Corporation's effort to create better citizens. In addition, supplemental data collections being designed for the longitudinal outcomes study will further enhance the agency's understanding of how better to provide AmeriCorps members with the skills, knowledge and experiences important to being engaged citizens after AmeriCorps.

EVALUATION ACTIVITIES FISCAL YEARS 1999 - 2001

Performance Indicators	Past Fiscal Years		Fiscal Year 2001		Goal Met
	1999	2000	Goal	Result	
Number of evaluation studies and research projects initiated. Source: <i>Office of Evaluation. Corporation for National Service.</i>	24	10	30	11	No
Number of evaluation studies and research projects completed. Source: <i>Office of Evaluation. Corporation for National Service.</i>	26	18	35	11	No
Identify additional outcome indicators for performance measurement system. Source: <i>Office of Evaluation. Corporation for National Service.</i>	N/A	Review completed by 7/00	Add new indicators to performance plan by 10/00	Four indicators added to AmeriCorps programs	Yes
Percent of Corporation Grantees (Commissions and State Education Agencies) and State Offices receiving evaluation technical assistance. Source: <i>Office of Evaluation. Corporation for National Service.</i>	46%	50%	60%	40%	No
Design and implementation of new performance measures for evaluation activities in the Corporation. Source: <i>Office of Evaluation. Corporation for National Service.</i>	n.a.	n.a.	Design new measures	Postponed	No

DATA QUALITY

The Corporation for National Service recognizes the importance of using and reporting quality data on its performance. The Corporation is committed to creating and using data systems that produce timely, accurate, and useful information for the Congress and the American public. In keeping with this commitment, the Corporation wants users of this report to know the sources of the data it contains.

The Corporation conducted an assessment of each data source used in measuring performance on the annual performance indicators in 1999. Interviews were conducted with the program managers and data managers responsible for each of the data sources. These interviews covered several, key criteria for high quality data, including: timeliness, accuracy, consistency, and usefulness. In addition, interviewers covered pending changes in the data sources and any ideas about how to improve them.

The assessment confirmed what was already understood within the Corporation: the quality of the data varies. Some systems generate data in which the user can place the highest

confidence. Generally, the best data derive from financial management systems subject to regular, rigorous audit. The results of that assessment are to be found in Appendix A of the *Corporation's Fiscal 2000 Performance Report*.

Most systems used in the Corporation derive their data from reports provided by grantees, sub-grantees, and members of national service programs. Some of these reports are subject to corroboration through monitoring of local program performance by Corporation representatives. The Corporation has a strategy for monitoring coverage that includes site visits, program evaluations, and audits. Not all reports from grantees, however, are subject to external corroboration. While the Corporation has reasonable confidence that the data reported by grantees are an accurate representation of their performance, some caution is advisable.

In 2001, KPMG, under contract to the Office of the Inspector General, conducted an audit of the Corporation's performance measures.⁴⁴ The audit made several recommendations that the Corporation is in the process of adopting. Overall, the auditors concluded that the sample of indicators they tested "were reasonably accurate." The one exception was an indicator that estimates the number of students in projects supported by Learn and Serve America grants. The Corporation has characterized this indicator as an estimate, based on self-reported data from grantees and not subject to audit or systematic monitoring. Other Corporation programs also rely on self-reported and unaudited data, a condition the Corporation will seek to improve.

The Corporation recognizes that there is room for improvement in its approach to measuring outcomes. Recently, a contract was signed with the Urban Institute, the acknowledged leader in the field of performance measurement, to conduct an external review of the Corporation's performance meas-

urement system. They will be looking at performance measurement in all programs and working with Corporation staff and clients to develop new outcome measures. Based on the Urban Institute's advice, it is expected that a revised performance plan for 2003 will be issued in the fall of 2002. In addition, the

Corporation is installing an entirely new electronic grants system this year. This new system offers the potential to improve the quality and timeliness of performance data collected from grantees.

⁴⁴ KPMG LLP. May 18, 2001. *Audit of Controls over the Corporation for National and Community Service's Key Performance Indicators and Accomplishment Statistics*. OIG Audit Report Number 01-28.